DOCUMENT RESUME

ED 203 488 EA 013 678

AUTHOR Masla, John A.; And Others
TITLE A Resource Guide for the Organization and Election of Community Councils.
INSTITUTION Wayne State Univ., Detroit, Mich. Teacher Corps Recruitment and Community Technical Resource Center.
SPONS AGENCY Office of Education (ED), Washington, D.C. Teacher Corps.
PUB DATE Jun 78
CONTRACT 300-76-0062
NOTE 92p.; For a related document, see EA 013 677.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Advisory Committees; Agency Role; Citizen Role; Citizens Councils; *Community Involvement; Community Organizations; *Elections; Elementary Secondary Education; Federal Programs; *Group Structure
IDENTIFIERS *Community Based Education; *Teacher Corps

ABSTRACT

Since 1978, federal legislation and regulations have required that Teacher Corps projects involve the participation of elected councils of at least seven members representative of the parents and other residents of the communities within the boundaries of the project schools. These councils participate in such project functions as needs assessment, improvement of communications among parties affected by the project, identification of resources in the community, contribution to curriculum development, and encouragement of community participation in the program. Councils may be formally or informally organized, but must document their activities in either case. Those responsible for organizing the election of community councils may consider use of polling places, mailed ballots, or community conventions as election procedures. Scenarios of possible elections under these procedures are provided. Appendixes offer samples of by-laws, election notices, and election calendars, a suggested outline for minutes, and hints for the council chairperson. (PGD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED203488

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A Resource Guide for the Organization and Election of Community Councils

RCTR Teacher Corps
Recruitment, Community, and Technical Resource Centers

EA 013 678

The material reported herein was prepared pursuant to contract USOE 300-76-0062, the Recruitment and Community Technical Resource Center at Wayne State University, Detroit, Michigan, with Teacher Corps, U.S. Office of Education, Department of Health Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, represent official office of Education position or policy.

Director - Barbara A. Vance

Cover Design and Graphics by Tiff E. Cook, Ohio University

A RESOURCE GUIDE
FOR THE
ORGANIZATION AND ELECTION
OF
COMMUNITY COUNCILS

John A. Masla
Terrence J. Snowden
Antoinette K. Washington

Published by
The Teacher Corps Recruitment and
Community Technical Resource Centers
June, 1978

CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
FOREWORD	iii
PREFACE	iv
I. INTRODUCTION: COMMUNITY COUNCILS IN TEACHER CORPS: 1978	1
II. FUNCTION AND ORGANIZATION OF COMMUNITY COUNCILS	8
III. THE ELECTION PROCESS	22
APPENDIXES	
A. Sample By-Laws	60
B. Helpful Hints for the Chairperson	65
C. Suggested Outline for Minutes of Meetings	67
D. Sample Election Notice	68
E. Sample Election Calendar	69
F. Mail Ballot Procedure	70

ACKNOWLEDGEMENTS

The concept of elected Community Councils in Teacher Corps is unique to Program 78. Experienced Teacher Corps programs as well as new ones face a task that demands some careful, thorough planning in order to guarantee representation and commitment. The writing team expresses their appreciation to the staff of the Midwestern Recruitment and Community Technical Resource Center, especially Barbara Vance, Director for the support, encouragement, criticism, and contributions to this document. The Center provided access to materials and personnel. As a result of their efforts, we received consultation from Elvira K. Robbins, Vice-President of the American Arbitration Association, who contributed much expertise in looking at election procedures.

Our thanks also to Annette Gromfin who provided guidance and assistance to bring the project to fruition and completion and also to Robert Ardive and Velma Robinson of the Washington staff for their support and constructive criticism.

As we reflect, it was a total team effort of many people, each contributing their own expertise and competence to the development of what we hope will be a useful tool for establishing elected Community Councils.

J.A.M.

T.J.S.

A.K.W.

FOREWORD

"For the very first time, the Community Council, as an elected body, has a legitimate role in the participatory process. We have historically always included the community, but they were a group separate from the two other legal authorities, the school and the university. Now they are also a legally constituted body. The process by which collaboration can take place will be one with co-equal partners as opposed to an advisory role in most programs in the past. Community Councils are extremely important, as is the Council chairperson's role on the policy board. In addition, the inclusion of the Community Council in the law strengthens the rationale for community-based education. The law simply reinforces for the local project's school system and university people the realization that the school belongs to the community and that the community is a resource to be used in the schooling process."

Dr. William L. Smith
Director of Teacher Corps

PREFACE

Community involvement in education is vital to the success of schools in America. The community in concert with school personnel and university faculty has a unique opportunity to provide leadership and to mobilize community resources which can be used to solve identified school and community problems. Since 1966, Teacher Corps has continuously emphasized the importance of community participation in public school matters. To further emphasize the significance of community involvement, the new legislation for Teacher Corps mandates that an elected Community Council be developed at each project site. This Council will serve in a parity relationship with a public school district and an institution of higher education in planning, implementing, and evaluating the project.

The requirement for a Community Council to be elected is untried in Teacher Corps. It is the legislation of the community, as an equal partner with public schools and universities in an educational program, which serves as a strategy for strengthening educational opportunities for children from low income families. The elected Council and the election process itself will demand careful, painstaking planning in order to ensure acceptance as well as effectiveness.

The Recruitment and Community Technical Resource Centers (RCTRCs) are regional centers which are funded through the

Management Branch of Teacher Corps for the purpose of providing technical assistance to individual projects.

Technical Assistance includes a major emphasis on the development of the Community Council and Community Based Education in Teacher Corps. The RCTRC's are developing a number of resources for use by projects in their community efforts.

Initial phase of developments include:

SLIDE TAPE PRESENTATION--Overview of the development of community involvement in Teacher Corps and a summarization of resources available through the RCTRCs.

CONSULTANT POOL--A pool of facilitators/consultants with a diversity of experience and skills who will be available to provide technical assistance in the establishment of community councils, and in the development of community activities.

COMMUNITY INFORMATION BOOKLET--A booklet designed to clarify issues and to provide information about the types of resources available in assisting projects develop community based education in Teacher Corps.

RESOURCE GUIDE--A comprehensive resource tool on all aspects of community council elections and organizational processes.

BRIC--A listing of publications, organizations and consultants; designed to assist the reader in matters related to the community effort.

This Resource Guide is designed to provide Teacher Corps projects with direct assistance for the community related tasks facing them. The Recruitment and Community Technical Resource Centers will be a link between the community councils and project leaders of each local Teacher Corps project and the available resources generally. The Centers provide projects relevant options to enable them to shape their own programs from a solid base of general knowledge. They also match specific project needs with specific available resources and consultants.

In carrying out the strong mandate for parent and community participation in Teacher Corps projects, the projects beginning in 1978, and beyond have the opportunity to develop new and viable models for all of public education. The national responsibilities for carrying out these mandates are largely in the hands of the Teacher Corps Recruitment and Community Technical Resource Centers. We feel these are good hands to have working for us. We feel that this Resource Guide is a significant first step in what is anticipated as an extensive contribution to education generally.

William Moulden, Chief
Management Branch
Teacher Corps

Introduction: Community Councils in Teacher Corps-78

Section I

COMMUNITY COUNCILS IN TEACHER CORPS

Introduction

Teacher Corps, in its twelve year existence, has promoted collaboration among school districts, universities, and related communities in order to achieve its national goals:

1. To strengthen educational opportunities for children from low income families; and
2. To encourage colleges and universities to broaden their programs of teacher preparation; and
3. To encourage institutions of higher education and local educational agencies to improve programs of training and retraining for educational personnel.

Teacher Corps projects which begin in 1978 will have a five year period authorized to plan, operate, and institutionalize a program of training and retraining for all staff in the project schools. During the second and third years training will be provided for interns pursuing a graduate program and teacher certification. Retraining is offered as an in-service educational opportunity for teachers and other educational personnel already in the classroom. The fourth and fifth years of the project will emphasize documentation, evaluation and institutionalization of effective components.

In earlier years, Teacher Corps projects were organized and operated by local school districts and institutions of

higher education with limited, informal participation of community. At that time there was not a mandate for the involvement of parents of community representatives. However, in the history of Teacher Corps the use of community and community resources have long been recognized as important to the training of teachers and interns. Community involvement with projects has gradually moved from participation and informal advisory groups to the present mandate for elected councils. The elected council mandate requires intensive involvement of the community in all phases of project planning, implementing, and evaluating. This mandate offers much promise for facilitating and institutionalizing improvements in both the school district and the university.

What is the new legislation and what does it say?

The new legislation or law (Section 513 e) for Teacher Corps Community Councils reads as follows:

"(1) No arrangement may be entered into under the provisions of paragraph (1), (2), (3), (5), or (6) or subsection (a) of this section unless that arrangement is prepared with the participation of an elected council which shall be representative of the community in which the project subject to that arrangement is located and of the parents of the students of the elementary or secondary schools or both, to be served by such project.

(2) Each council selected pursuant to this subsection shall participate with the local educational agency or institution of higher education, or both, in the planning, carrying out, and evaluation of projects subject to arrangements under paragraphs (1), (2), (3), (5), and (6) of subsection (a) of this section.

(3) The Commissioner is authorized in each fiscal year to arrange for the payment of necessary secretarial and administrative expenses of each council elected pursuant to the provisions of this subsection for the purposes of carrying out its functions under this subsection."

These laws are further clarified by what the government calls "regulations." Regulations are provisions which must be followed in order to receive funding. The Teacher Corps regulations (172.14) for Community Councils, 1978, specify that:

"a. Each project must include an elected Community Council of at least seven members;

b. The Council must be representative of:

(1) Parents of the children attending the project schools, and

(2) Other residents of the area served by the project schools;

c. An existing elected council which is broadly representative of the community in which the project is located

may serve as the Community Council under this part for up to three months after the date of the initial grant award.

d. A community wide election must be held to elect a Community Council for the project within the three months after the date of the initial grant award. (Community-wide means within the boundaries of the project schools.)"

As can be noted above, the regulations specify who can serve on the council but such important matters as council size (beyond the minimum number), structure, and election procedures are left to the discretion and creativity of project personnel. The primary purpose of this guidebook is to suggest some procedures for election, operation, and maintenance of councils for individual project consideration. The guidebook provides ideas and guidelines rather than absolute practices.

Is is possible to use existing councils in the newly funded Teacher Corps projects?

In some cases, previously funded Teacher Corps projects have had Community Councils functioning for some time. Many communities have Title I or similar federal programs with parent advisory committees.

Although these councils were not elected, newly funded projects may decide to use these existing councils, but must

utilize an election process to validate and legalize this transition of councils. Therefore, if the determination is to use in-place councils or to merge existing councils, a phase-in-plan should be utilized.

The phase-in-plan may include:

1. Determining if existing council groups conform to the provisions in the regulations.
2. Determining an election method to validate the legitimacy of the existing group.
3. Determining whether or not the existing group is representative of the feeder system.
4. Informing residents in the feeder system of the intent to use existing councils or to merge existing groups and to conduct an election to affirm or deny this decision.
5. Holding a series of open meetings to describe the program and to explain the functions of the council.
6. Providing opportunities to allow for expansion of council membership especially if the temporary council is not composed of at least seven members.

What is a community and what are the underlying assumptions for community involvement in education matters?

In its simplest definition and as implied in the Teacher Corps regulations, the community is composed of parents and

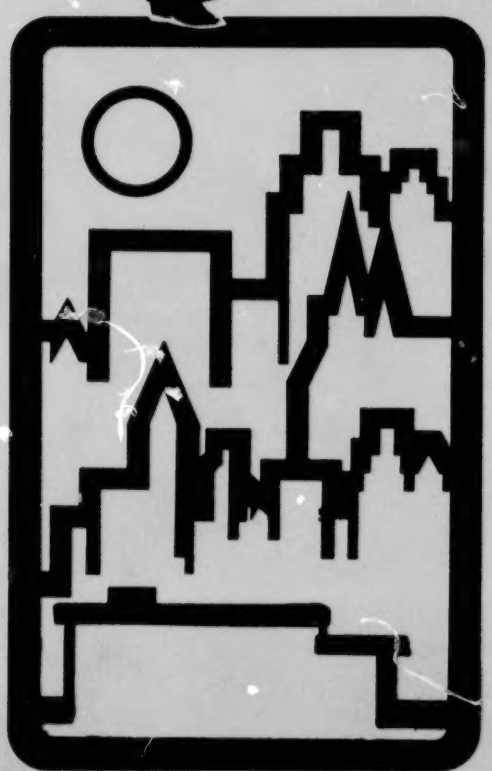
residents of the areas served by the project schools. Further defined, the term community is a complex concept that implies people, organizations, institutions, services, and resources interacting as a dynamic social system that helps one to experience and understand the continuity and persistence of community life with its imbalances and modifications.

In the dominant culture the community is looked on as an extension of one's reference groups--occupation, sex, ethnicity. Each reference group provides a wider field for those self-fulfilling activities that are required for the healthy development of the individual. In the organizational activities of the community, the citizen achieves the highest measure of prestige, the fullest exercise of leadership skills, and the broadest experience of both social and business contacts.

As the citizen's field of interaction, the community elicits from an individual a high degree of loyalty. This loyalty, however, is usually directed toward that category of individuals with whom the person is most closely involved with in community activities. If contacts with others have an educational orientation, loyalties go to the education community and often exclude from consideration other aspects of community life and particularly other individuals who do not share the same affiliations. The same is true of individuals with religious, business, or social orientations. Only a few persons see the community as a whole and devote their energies to its overall development.

The Community Council concept has as its underlying assumption that community involvement in education is a process of social action in which the people of a community organize themselves for planning and action; define their common and individual plans to meet their needs and solve their problems; execute these plans with a maximum of reliance upon community resources; and supplement these resources when necessary with services and materials from outside the community.

An analysis of these assumptions reveal two essential elements for institutionalization and improvement: (1) the participation of community people in efforts to improve educational opportunity with as much reliance as possible on their own initiative; and (2) the provision of technical and other services in ways which encourage initiative, self-help, and mutual help to make education more effective.



Function and Organization of Community Councils

FUNCTION AND ORGANIZATION OF COMMUNITY COUNCILS

Each Community Council has the responsibility to organize according to the needs and requirements which are relevant to the local Teacher Corps project. The Teacher Corps statute (Sect. 513 e) requires the full participation of an elected Community Council in: "planning, carrying out, and evaluating a Teacher Corps project." This statute implies that the Community Council will participate in (1) joint development of project objectives and (2) collaboration on project matters with the local education agency (LEA) and the institution of higher education (IHE). Sections 172.43 (c) and 172.44 (e) of the regulations point out that the LEA budget should include "paying the administrative and secretarial costs of the Community Council."

The above references and Section 172.14 (cited in the Introduction) are specifications for Community Councils found in the statute and regulations, however, the regulations are replete with references to the Community Council and demand careful reading. It is important to realize, also, that organizing the Council requires cooperative, creative, and purposeful development.

Based on the acceptance of the above specifications, the following principles are evident:

1. Participation in Community Council decision making should be free and open to all interested persons

within the district.

2. Broad representation and increased breadth of perspectives are conditions which are conducive to effective collaboration.
3. The Community Council has a parity relationship with the local education agency and institution of higher learning.

These principles become very important when considering the organization of a Community Council. They are analogous to sound community development theory and offer a basis for effective collaboration.

The effectiveness of any collaborative effort is dependent upon the abilities of the participants to: (a) accurately and honestly assess their own capabilities as well as the ability of their partners; (b) design administrative and programmatic structures which capitalize on the identified strengths of the partners, and (c) develop an atmosphere of trust so that no member of the collaborative unit feels threatened.

Collaborative efforts have been a major focus in many Federal programs, however, the difficulties encountered in the past have stemmed from attitudes, values, and management designs derived from concerns related to "power." The relationships possible in collaboration involve an overlap of cooperation, contrast, and differences. Roles need to be structured in order to emphasize seizing opportunities which transcend differences and provide for mutual support.

The Community Council participates in the decision-making process for all matters relating to a Teacher Corps project. The Community Council does not preempt the authority of the Board of Education nor the academic policies of the university or college, but this partnership does allow for formations of new relationships with both institutions.

The following functions are offered for consideration when organizing the council for purposes of planning, implementing and evaluating the Teacher Corps project:

(1) Conducting Needs Assessments

The project will need the assistance of the Council in determining the needs of the community as they relate to schools and schooling. Project staff and outside consultants will be working with Council members to develop needs assessment skills throughout the term of the project.

(2) Developing Community Based Education Programs

An active, dedicated Council should advocate and implement a variety of activities/events designed to stimulate a true feeling or sense of community. Attempts should be made for involving all levels of the community--children, teenagers, parents, senior citizens, residents and others in order to develop skills of understanding educational issues.

(3) Assisting with educational community surveys

In conjunction with needs assessment procedures, educational and community surveys may be needed. Council members should be expected to cooperate with other agencies and perhaps take an active part in gathering necessary information.

(4) Developing communication between school and community

The Community Council has an obligation to concern itself with improving relations between school and community. One of the best strategies for improving relations is to foster more and better lines of communication between the school staff and community residents.

(5) Identifying educational resources in the community

The Council should contribute to the development of community resource identification for the purpose of enhancing the education of children, teachers, and Teacher Corps interns. The community is an untapped resource which has the potential for bringing relevance and richness to the total education program.

(6) Identifying educational issues for project consideration

The Council must work closely with project staff and the Policy Board in identifying educational issues which in turn become objectives for the project to include for attainment during the duration of the project.

The parameters of such issues are governed by the regulations, policies, and laws of the educational systems.

(7) Collaborating with the IHE and LEA

In the spirit of collaboration, the Council will be working closely with the IHE and LEA as joint participants in planning, carrying out, and evaluating the outcomes of the Teacher Corps project.

(8) Developing and promoting parent education activities

Community Councils will find it advantageous and exciting to develop, promote and take part in adult educational activities. These activities will improve relations as well as encourage parents and community members to become more active partners in schools.

(9) Assisting with the identification of neighborhood and social problems

Project staff will need assistance from Community Council members in discovering the real life problems facing the community and, thus, schools. As community is brought closer to the school, the teachers and project staff should be brought to the realities of the community and its needs.

(10) Contributing to the curriculum development of the cooperating school and university

There will be ample opportunity to contribute to curriculum development for schools and universities. Training and assistance will be given to Council members

to become participating members of groups concerned with improving curricular areas.

(11) Participation in the selection of key staff members, interns, and team leaders

The Council will be involved in recruiting, interviewing and making recommendations for the selection of staff members in the project. Community insight in the selection process is important for determining real commitment.

Note:

The functions stated above are not meant to be all inclusive. Local project characteristics and interests may suggest other functions for the Community Council.

How are Community Councils organized?

Community Councils may have an informal or formal structure. Many times groups or organizations drift or change from being formal to informal and vice versa due to accommodations made in meeting special needs such as transportation, time, or other "start-up" problems. A discussion of the two types of organization is necessary in order to provide a basis for conceptualizing or developing a mental picture of the Council as a functioning, effective organization.

Informal Organization

Informal organizations do not have a set of by-laws by which to function. Councils which find themselves "new on the scene" may need time to informally discuss plans, directions, procedures, structure, and overall operation. Some communities and/or cultures demand informal rather than formal operations. Informal structures tend to provide a more relaxed atmosphere for discussion and participation of all members.

In spite of informality, the Council must be a functioning, effective organization requiring such things as minutes of meetings, publicity and communication strategies, and procedures for discussion. All components of a Teacher Corps project must be documented in a meaningful way. Minutes and newsletters serve as one means for documentation.

Formal Organization

Formal organizations have a set of by-laws by which to function. Most formal organizations in the developing stage consider some or all of the following areas:

I. Structure
   - A. By-laws
   - B. Membership
   - C. Officers
   - D. Committees and/or Task Forces

II. Conducting Meetings

A. Parliamentary Procedure

B. Role of Chairperson

C. Preparing Agenda

D. Minutes

E. Reports of Officers

F. Reports of Committees

G. Evaluation

The Teacher Corps Community Council has many responsibilities. Formalizing the organization of the Council includes such things as: (1) clearly defining roles for Council members, committees, and task forces, and (2) delegating specific council tasks to be accomplished by committees. It is possible that these formal structures have already been developed in the Teacher Corps proposal.

I. Structure:

Establishing a council is a complex procedure involving details. The community may call upon the services of those who have experience and expertise in working with councils and committees. The following are suggestions and ideas for structuring a Community Council. These ideas are offered as information and serve as a guide for your consideration. The specifics may be altered according to the unique needs of each community.

A. By-laws

A set of by-laws is a written document which sets forth the laws or precepts by which the Council functions. These by-laws usually include: the name and purpose of the Council; membership qualifications and election procedures; responsibilities and duties of officers; details of meetings (time, place, quorum, amendments, procedures); and committee and Task Force structure. The preparation of by-laws may be the responsibility of the total Council, a committee or an individual. Usually a procedure of ratification is considered as the formal adoption process. A sample set of by-laws is presented in Appendix A.

B. Membership

Council members are elected by the eligible voters in the community. Individuals may be elected to serve varying periods of time as specified by the by-laws. The overlapping of terms of membership provides continuity of service.

C. Officers

Usually councils have positions of chairperson, vice chairperson, secretary and treasurer. Officers are selected or elected by council members.

The chairperson provides leadership and is responsible for ordering the meetings. The chairperson serves

as the official representative of the council in most situations. The vice-chairperson substitutes for the chairperson in the absence of the chairperson. The secretary records minutes of meetings and processes all correspondence for the council. The treasurer is responsible for keeping appropriate financial records.

The terms of office for all officers are designated in the by-laws and are determined by the council.

D. Committees and Task Forces

Committees and Task Forces are temporary appointments for specific goals, objectives, or programs. There are two kinds of committees--standing and special. Standing Committees are described in the by-laws and are appointed for the duration of the project. Special committees or Task Forces are appointed by the Council or Chairperson to work on special issues. These special committees or Task Forces are usually disbanded upon completion of an assignment.

II. Conducting Meetings:

Community Councils must hold scheduled meetings to manage and conduct Council matters. Special meetings may be called in addition to regularly scheduled meetings to have specific discussion on certain problems or issues. The by-laws usually provide for dates and times of regular meetings and procedures

for calling a special meeting.

A. Parliamentary Procedure

The rules of conducting meetings, calling to order, making nominations and amendments, moving and seconding motions, are referred to as parliamentary procedure. Councils usually establish and apply these rules to provide a common framework for conducting meetings. Such details as nomination and election procedures; roles of officers; writing agenda, by-laws, and minutes; establishing committees; and conducting meetings will be expedited and facilitated by understanding parliamentary procedure. The Council may decide to use Robert's Rules of Order as a guide for parliamentary procedure or, in some cases, the Council may decide to develop its own formalized procedure for conducting meetings according to their own needs, interests, and style.

B. Role of Chairperson

The Chairperson calls and conducts meetings, arranges for public notices of meetings, prepares reports, monitors the budget and performs other duties deemed necessary by the Council.

The Chairperson has a very demanding job in the organization. The Chairperson must plan, promote, lead, direct, inform, interpret, encourage, stimulate, referee, moderate and conciliate. The Council will want to elect

a Chairperson who possesses leadership ability and experience in working with people in the community. (see Appendix B)

C. Preparing Agenda

The Chairperson is usually responsible for preparing a written agenda for each meeting of the Council, regular or special. Agenda usually follow a pattern in which business is conducted. These include: approval of minutes of previous meeting, officer reports, summary of correspondence, committee reports, old business, new business, and adjournment.

Agenda may be developed by persons other than the Chairperson.

D. Minutes

The written record of Council meetings is called minutes. The purpose of minutes is to record the discussions, decisions, and recommendations made during the meetings. Appendix C provides suggestions for an outline for recording minutes.

E. Reports of Officers

All officers should be provided an opportunity for reporting and sharing information related to the function of the Council.

In most instances these reports are for information

only, although on occasion it may be necessary for the Council to take action.

F. Reports of Committees

Committees may report their activities in a number of ways. One kind of report is a monthly written report or a verbal report to the Council. Both kinds of reports serve as information and record for the Council.

In general, committee reports should include the following information:

- Identification of assigned task
- A description of the committee's approach for completing the delegated task (i.e., researched issue; spoke with experts in the field; travelled to other schools for ideas)
- A summary list of facts and information gathered
- Conclusions, based on the information
- Motions, recommendations or resolutions developed for Council action.

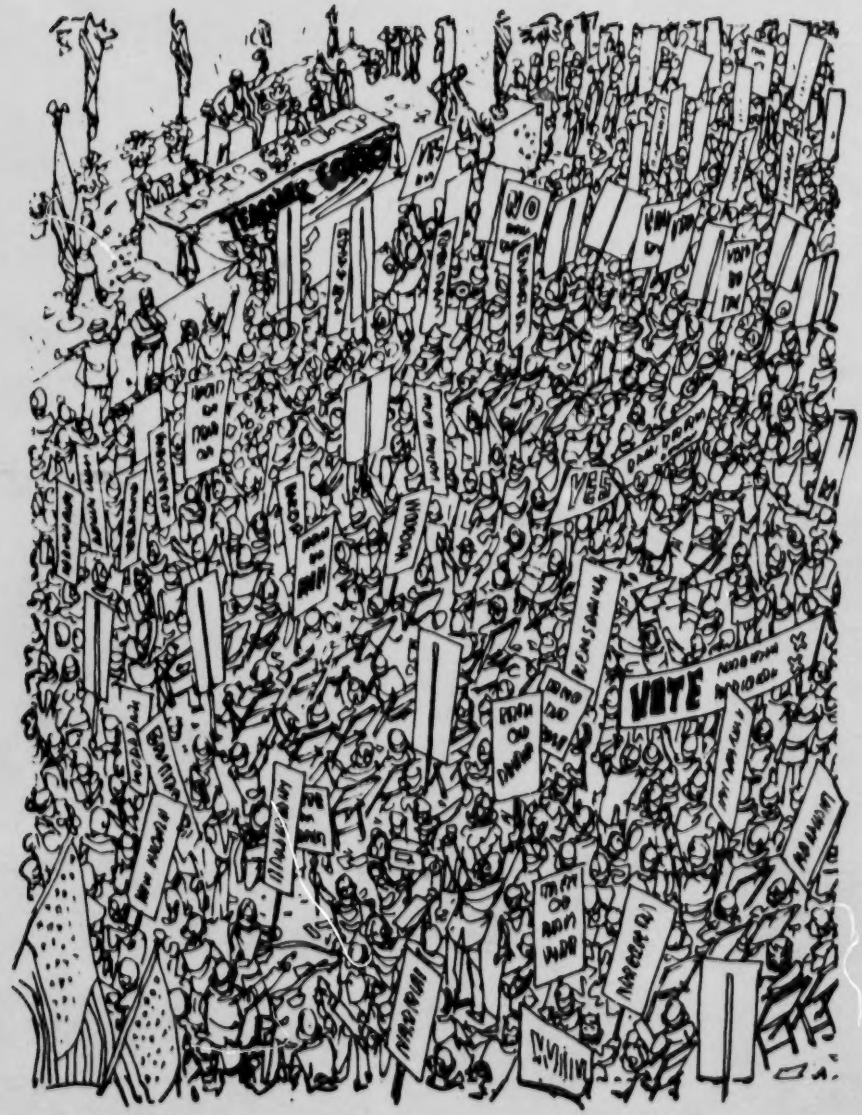
G. Evaluation

The process of evaluation is used to determine whether the Council is meeting its objectives. The following questions are suggestive and may be used to assess that process.

- Does everyone who wants to have an opportunity to participate in discussion?
- Do participants feel they are an integral part of the Council?
- Is there mutual understanding of goals, issues, problems?
- Is the Council membership truly representative of the district?
- Has the Council adequately assessed community needs?
- What kinds of special training is required to accomplish any Council weaknesses?
- Is there an "open" atmosphere in all Council meetings?

The Election Process

Section III



THE ELECTION PROCESS

Whose responsibility is it to organize for the election?

Upon notification of the grant award, the policy board, including the chairperson of the temporary Community Council, will decide how to organize the election and the election process. In some cases, a temporary director, a committee, a temporary Council, or a third party consultant will be identified by this policy board to begin the election process.

What should be included in a comprehensive plan for organizing the election process?

It is important for the individual or group responsible for conducting the election to develop a comprehensive plan. The plan should address such issues as:

1. the size of the Council;
2. the method of electing Council members;
3. election procedures;
4. eligibility of candidates;
5. eligibility of voters;
6. the development of an Election Calendar;
7. the validation procedure for election results;
8. the strategies for publicity and communication.

Each of the aforementioned will be discussed more thoroughly in the following.

What are the recommendations and limitations of council size?

The regulations stipulate that the Council be broadly representative but do not specify the number of persons who will be elected to the Council. It is important to remember that a reasonable size be considered for effective decision-making. The regulations require that there be at least seven members. Councils regardless of size will probably have to deal with issues related to communication, time, and participation.

Members must be parents of children enrolled in the project schools and at least one member must be a non-parent who resides within the area served by the project schools. Beyond these two recommendations, it is up to each individual project to determine beforehand the number and makeup of the Community Council.

How would a project begin to prepare for an election process?

The first decision to be made is to determine and specify who will be responsible for implementing the election. Some of the options available to a Teacher Corps project are:

1. An election coordinating committee can be formed from the existing temporary Council or by recruiting other members of the community to serve in this capacity.

2. A third party--

   a) consultant or consultant team can be employed to work with the project planning committee.

   b) an outside impartial community organization or agency may be requested to assist the project planning committee in conducting the election process.

NOTE:

One consideration should be noted in designating the membership of the election coordinating committee or project planning committee responsible for conducting the election--persons who make a declaration of intent to run for Council membership or who are nominated for membership should not serve on any election coordinating committee.

What types of election methods may be utilized in conducting a Community Council election?

The regulations are very clear that an election must take place but give no specifics as to the type of election. One may look at election processes on the whole as being either formal or informal. Informal approaches leave organizations suspect in regard to whether the procedure reflects a true democratic process. It is recommended that a formal election procedure be adopted which guarantees representativeness, democratic procedures, and freedom from political or personal bias.

Three procedures for Community Council elections are presented for your consideration:

1. Polling Place Method
2. Mail Ballot Method
3. Convention Method

A project may decide to use any of the above procedures, combination of them, or other election approaches that make sense and are fair. Consideration should be given to the advantages or disadvantages of each process in terms of the project setting or location.

Polling Place Election Method

The election method using a polling place or site is the kind which most people are familiar with because this is the procedure used in our own political elections. For example, candidates are nominated in several ways: self-nomination; the backing of a political group (caucus); signed petitions designating support. The criteria for candidacy and voter eligibility are established, a campaign is conducted, and an election eventually takes place. The balloting is validated, a count is made, and the winners are announced.

The following scenario for a Teacher Corps project in an urban setting is an illustration of a polling place election method. The urban setting has been chosen because the polling

place election method seems more conducive for projects which have clearly defined school boundaries and ready access to polling sites.

SCENARIO FOR THE POLLING PLACE METHOD OF ELECTION

September came early this year. The Labor Day celebration was exciting. The steam rose from the sidewalk and the kids took their last swim in the community recreation pools, while others danced under the stream of water from the corner hydro. Liz sat on the stoop chatting with Bessie about her two children who have to go across town to school because of desegregation rulings.

Across the city in the northwest section, Dr. and Mrs. Godwin were concerned about their son's test scores. They wanted him to become a doctor like his father and going to school with all those different children raised a lot of questions in their minds. Mr. Hernandez had problems with the new school situation because he thought that his Rodriquez might not get the attention that he needed in English.

At Urban University, plans were being made with the school superintendent, the temporary Community Council Chairperson, the Dean, the Acting Project Director and the three principals from the site schools to discuss the election of the Teacher Corps Community Council. Mr. Ward, the superintendent, suggested that an outside agency or an individual be found to conduct the election

because of the neighborhood politics. The discussion focused on different issues such as cost, representation, who should run, how many should be on, information flow and how to get it all done before October 15th. Mr. Jones, the junior high principal, was worried about the three feeder school communities and representation from them. Mrs. Merritt knew the community around her elementary school because she had been raised in that area. However, she felt that some way needed to be found to mobilize citizens other than parents and professionals in education. The high school principal really had problems because the final decision on assigning students had to be made during the summer. It was all he could do to answer the many questions that parents had about the school and its curriculum. Although Teacher Corps was important, more people were preoccupied with misgivings and fears related to meeting the needs of parents and students as well as the demands of the desegregation plans for the school district.

The Teacher Corps election had to take place. It was the decision of the group to have an outside consultant. Because of the defined geographic boundaries of the school district, it was decided that a Polling Place type election would be best for their situation. The Dean suggested that an election committee, with representation from all the feeder communities be selected to

help with the publicity and provide the initial contact for the Project. Mrs. Merritt reminded the group that the committee has to have ethnic representation. It was also decided that this committee would meet immediately and the Acting Project Director, Dr. Homer; would call the meeting.

The committee met the second week of September. The Principals provided the refreshments. Babysitting services were also provided. At the meeting, Teacher Corps was explained and also the responsibilities of the committee. The following recommendations came from the committee.

1. The Community Council would have ten members with seven representing the respective school communities and three community persons at-large.
2. The seven school community representatives would serve two year terms, and, the three at-large representatives would serve three year terms.
3. Persons on the temporary publicity committee could run for a seat on the Council.
4. They decided to invite Ms. Bethly, an election consultant, to discuss the possibility of doing the election.

5. Flyers would be out in a week explaining Teacher Corps and the Community Council.
6. Discussions would be held in every community for a week at the schools and recreation centers in the area.

After several days the information was moving through the communities. The telephones at the Teacher Corps offices were ringing constantly. The Minister and the Priest made mention of the Project during Sunday services. Persons were beginning to trust the "old system" again. Liz joked at the dinner table about running. Bessie, the longest term resident of West Street, was encouraging the young people to get involved in their children's education. She was willing to babysit any child on the block for "fifty cents." The housing project on Mulberry was getting people organized. The Day Care mothers had started the ball rolling. They were going to make sure that the "Project" was represented because of the number of children. Mattie set up a table in the main entrance so she could talk to people as they come and go. Children were getting in the act too.

The competition was mounting and that kind of exciting participation had not been around for a long time. Mr. Johnson, a minister, was busy getting supporters. Mattie's friends were signing a petition

made from newspapers. The few days came and went without much change. Indeed, folk went about the business of getting elected to that Community Council.

As the community folk went about forming caucuses, recruiting candidates and signing petitions, Ms. Bethly was busy meeting and finalizing plans for the October 14th and 15th election. She met with the Publicity committee regularly and at one such meeting the final calendar of events were presented and approved. An Election Notice was developed and readied for dissemination:

The Election Dates, Poll Sites, Times

Sunday, October 14th - 7:00-4:30

St. Agnes on Wabash Avenue

Grace AM Methodist Church - Franklin Street

Monday, October 15th - 7:00-10:00 p.m.

Airy Elementary School

T. J. Jones Junior High

Center City High School

Pratt Recreation Center

Lee Recreation Center

Distribution of final list of candidates and statement - October 12th.

Final date of challenge to candidates and meeting with them to explain the election procedures - October 11th

Final date of declaration of candidacy and certification of voter list - October 10th.

The Committee was pleased with the work Mrs. Bethly had done. Several members commented that the preparation would not have been completed had it not been for her. Mr. Lewis said that he did not realize that it took so much time and work to do an election. It was decided at that meeting that those persons running for a seat on the Council would not attend any more planning meetings. As a matter of fact, there were no plans to meet unless there was a major problem, such as a "tie." The other details for the election were taken care of and all questions had seemingly been answered.

Sunday arrived and the ballot boxes were out and the workers supervising the two Poll sites were present. Dr. Homer, the temporary project director was making sure that he had the list of voters for all the communities. Persons voting on Sunday were few and far between.

Monday was the exciting day. Babies, children and adults filled the Polling sites. People campaigned up to the end. 10:00 p.m. didn't come early enough for those tending the Polling sites. However, all had at

least twenty hours left before the winners were announced. People called prematurely the next morning to find out who had won.

The counting of the ballots was uneventful. The winners were announced on the 5:30 News.

Looking Back

In the preceding Scenario several points to consider when planning an election utilizing a polling place method stand out in the narrative:

1. A temporary Publicity Committee was selected from the feeder communities to provide information about the Teacher Corps project to the community-at-large. Feeder communities are those areas not included in the project school site boundaries per se, but because of desegregation orders or simply school policies "feed in" or enroll children in schools across previously set neighborhood lines.
2. Information meetings were held at convenient locations throughout the feeder community.
3. A third party consultant was employed to handle the specifics and logistics of the election.
4. An Election Notice was developed detailing the project description; the purpose of the election; polling sites; voting dates; and eligibility of voters. These notices were then posted in strategic places in the community for public information. (see Appendix D)
5. Polling sites were identified on the basis of accessability to voters of the district.
6. Caucusing, petitioning, and recruiting of candidates

for election were encouraged as part of the democratic process.

7. Poll workers and watchers were determined early and assigned to be present at polling sites.
8. Some provision was made for announcing the election winners utilizing all forms of media such as radio, newspapers, etc.

Mail Ballot Election Method

The mail ballot election method is similar in process to the polling place, the difference being that instead of polling sites, ballots are mailed to a central location and counted. The mail ballot process is convenient for rural settings where polling sites are difficult to get to and where the population is spread over a large geographic area. A rural scenario is presented depicting the necessary steps to follow for formalizing a mail ballot procedure.

Major problems associated with the mail ballot method are:

1. Securing an accurate mailing list of eligible voters.
2. Verifying voter eligibility.
3. Allowing enough time to handle mailed ballots.

SCENARIO FOR THE MAIL
BALLOT METHOD
OF ELECTION

A small town school system in rural America agreed to cooperate with a Central State University in developing and submitting a proposal for Teacher Corps: Program '78. A proposal development team, made up of members of the public school and University faculty, held several meetings with community members serving on a Title I Advisory Council before completing the final draft. The Title I Advisory Council agreed to serve as the temporary Community Council designated as a requirement in the Federal Register containing the proposed guidelines for Teacher Corps proposals.

The school system consisted of four elementary schools, varying in size from six teachers to a fairly large centrally located elementary school of twenty-two teachers. One middle school and one high school received children from the feeder elementary schools in the district.

The small city and surrounding area of 75 square miles consisted of pockets of poverty associated with agriculture and mining. The school system did not have ready access to Central University, the closest higher education institution was located approximately 53 miles away. Levels of achievement were below the national

norm in basic areas of the curriculum, essentially in reading achievement.

There were shouts of joy when Cal Grover, the assistant professor, designated as the Teacher Corps Acting Director should funding be awarded, announced to a hurriedly called meeting of the Community Council that word had been received from Washington that the proposal was accepted. Dr. Grover was especially excited, as he had hoped for a chance like this to assist a school system and teachers in upgrading their teaching skills.

"If you remember," Cal reminded the group, "we stand as a temporary group and our first task will be to organize and conduct an election for a Community Council. No one can serve on the Council unless he has been elected and the election is to take place within three months of our initial funding date."

"It looks like our official project starting date will be July 15, 1978," Jan Briggs added, "This means the election should be completed by October 15, 1978."

"Boy, that doesn't give us much time," a member commented, "How will we get it all together and where do we begin?"

"I've been reading about elections since the proposal went in," Cal said, "It looks like we've got

one of three ways to go and it seems to me that the Mail Ballot Method is the one most suitable to our situation."

"What do you mean?" someone asked.

"Well, our school system draws from a population that is fairly well spread out over a wide geographic area and it isn't easy for most people to take the time or effort to get here for an election." Cal responded.

"I agree." said Thelma Ritter, a sixth grade teacher and mother serving on the temporary Council, "We have had plenty of problems on the back roads even with our school buses. Not only that, people seem to make the trip into town only when necessary, like for grocery shopping or going to the doctor."

"I believe the first thing we'll have to do is to designate who will serve as an Election Board. Perhaps, some of us will have the time and be willing to do this. I think we can persuade Jim Collins, the barber, and Lorraine Cook, the P.T.A. president to serve. They have been active members in school and community functions and Jim once ran for Councilman in Steel City."

Several days pass, and we find that an Election Board consisting of five people from the community have agreed to serve with the assistance of Dr. Grover,

the Teacher Corps Director.

"Since this is the first meeting of the Election Board, I've developed an agenda for you to consider. First off, we've got to elect a Chairperson of the Board, so that we can have the meetings conducted smoothly and give us some sense of order and direction."

"Well, I nominate Jim Collins," a member suggested, "he seems to know his way around this political business."

"I think so, too, and I second the nomination," Mrs. Ritter added. "I also think that since our group is so small and we know each other so well we ought to close the nominations and get on with our business."

"Hear, Hear," several members of the group uttered. "Jim Collins is the chairperson of our Election Board."

Mr. Collins wanted to make sure that this would be the last time someone was given an assignment like this especially after the official Community Council was formalized, so he added,

"Our first job will be to develop a set of rules for nomination of eligible candidates. We ought to consider developing a process of nomination or a nomination procedure and secondly, set some guidelines for deciding not only the eligibility of the candidates but the voters, too."

Several meetings later, we find the Election Board with a set of rules which include:

1) Any person running for the Community Council of the Central City Teacher Corps project must be at least 18 years of age and a resident of the area which includes the school boundaries.
2) To be a candidate, a person must declare his intent, by September 1, 1978, by submitting a petition form signed by twenty-five members of the community.
3) At least three members of the elected Council must be parents of children enrolled in the school system.
4) There will be seven members elected to the Board.
5) Voters must be at least 18 years old and reside in the community so designated.
6) The election will take place by mailed ballot and the counting of ballots will take place on October 15, 1978.

As the meeting begins, the Chairperson declares, "Let us examine the rules as stated and consider whether any other rules should be included in order for the election to be orderly and fair."

"I have one question," Thelma asks, "where will we have the voters mail their ballots? I wonder if the school clerk can collect these for us if we have them mailed to the Central Elementary School?"

"I don't think that would be a good idea. We don't want any of the ballots opened by mistake or mixed up with school correspondence," Keith Blue, a parent and Election Board member suggests. "Perhaps we would be better off by renting a mail depository box for the election and have the post office assist us in securing the ballots until all have been received. I don't think we should open any of the ballots until the designated day for counting ballots. It seems that this would guarantee fairness. By the way, we ought to mention in our Election rules that a receipt deadline of October 14, 1978, be the official cut-off date for all legal ballots."

"Good idea. Let's add that right now," Jim responds.

"Hey," Thelma adds, "Let's not forget to number the ballots. We don't want any duplication."

After finalizing all of the rules and having the Election Board pass a motion to accept them as official, Mr. Collins moves on to the next order of business--"We need to find out how we will get the names and addresses of all eligible voters in our school district.

It's going to be a job, because the voting register is not that accurate. It looks like we'll have to have some publicity after our initial mailing of ballots. We ought to put an ad in the Daily Register and get WRCC to announce on the radio the fact that if people didn't receive a ballot through the mail to contact our office at once."

"It's about all we can do, I guess," one member added.

"What we ought to do is develop an election calendar," Dr. Grover suggests, "then we can make sure everything is proceeding as planned."

"It looks like we're on the way to conducting a good election."

"I wonder what this will cost us," Thelma inquires. "We not only have to have the ballots printed and take out ads, but the mailing costs should be considered."

"That's right. We'll have to include stamped addressed envelopes for everyone to return the ballot or else we're asking for trouble."

"This means we'll have to get the envelopes addressed and perhaps we can get a set of return envelopes printed with out Post Office Box number. I think if we get them in a designated color, it would also be easy to identify and recognize. Could also serve as a reminder to folks to return them."

"It's only August 15th, but we've still got a job to do," Mr. Collins reminds the group. "We've got to get the word out to our people on what the Teacher Corps project is all about and explain the workings of the Community Council. We can't just spring an election on them."

"You're right, we ought to conduct several town meetings, and have a couple of write-ups in the newspaper."

Election time arrives and the Election Board seems to have had the situation well in hand. They meet for the last time on October 15, 1978, to count the ballots together with three members of the community who serve as "poll watchers."

"A job well done," Jim mutters to himself as he drives home satisfied that the newly elected Community Council will serve the Teacher Corps well.

Looking Back

The Scenario depicting the mail ballot method indicated a series of important organizational steps which are worthy for your consideration:

1. A temporary Council associated with the development of the original proposal initiated the effort to organize the election process.
2. An Election Board was created to ensure an identified source of authority over the whole election process.
3. Election rules governing such things as nomination procedures, eligibility of voters, and eligibility of candidates were formulated.
4. Community information meetings were scheduled and media such as radio and newspaper ads were used to inform the public of the project as well as the election.
5. A list of voters was obtained and provisions were made to reach the possible voters who were not on any available list.
6. An Election Calendar was developed so that the Board as well as the public were aware of the chain of events and deadlines. (see Appendix E)
7. Mailing procedures were spelled out including receipt deadlines, return envelopes, and collection of ballots.
8. Ballot development was outlined in terms of printing, numbering, security, and the final counting procedure.

9. The numbering of ballots occurred to prevent someone from returning duplicated ballots. Therefore, three envelopes are used in the mailing process. The number appears on the return envelope. An inner envelope containing the ballot is not numbered in order to insure anonymity. The numbered envelopes are checked and discarded and ballots are placed in a receptacle until counted. (see Appendix F)
10. Poll watchers were assigned to observe the counting of ballots to assure that everything was in order and above reproach.
11. Announcements of the final results were planned.
12. Transition from temporary Council to elected Community Council was provided for by scheduling the first meeting soon after election results were announced.

Convention Election Method

The convention election method is vastly different from the two previous election processes described. The meeting or convention may be one large meeting or several meetings held on the same day but in different locations. The following major differences should be noted:

1. A large public meeting or several meetings are conducted on the same day.
2. A chairperson conducts the meeting with an established time frame.
3. Nominations are made from the floor.
4. Voting may be conducted through a ballot, voice, or show of hands.

This type of process may be adopted by either rural or urban projects, but the accessibility to the convention sites by the population served is a factor which may influence a project to agree to several sites rather than one. Scenario #3 depicts a Native American project on a reservation but the scene could be analogous to any urban or rural setting.

SCENARIO FOR THE
CONVENTION METHOD
OF ELECTION

Setting

A small rural community in north midwest America. The school district encompasses a small village (population 900) and two townships with total population of 2000-2300. Included in one township is an Indian Reservation with about 500 population. One school building housed 550 students, K-12, located in the village.

The community has a weekly newspaper published in the village, a small radio station and a closed circuit television station. The area has small farms producing a few cash crops (apples and truck farms). Wood pulp is a major industry. The largest source of income for the area is tourism. The school district receives 70-75% of the school budget from state and federal funds. Many of the families satisfy the low income levels enabling the district to receive Title I funds.

This project just received notification of funding.

Scenario

The Teacher Corps Planning Committee composed of the temporary Teacher Corps director, superintendent

of schools, two community representatives, home-school coordinator for the Indian Reservation, chairman of the Tribal Education Committee and elementary school principal and a university representative are meeting to discuss the election of the Community Council and other aspects of the community component. Date: Mid-July.

The temporary director provided copies of the proposal for all members. The group reviewed what was included in the document. The Community Council was to be composed of fifteen members because they felt it would provide a wide representation of the community. Considerable discussion took place regarding the distribution of membership for the committee. In that about half of the student population was Native American someone suggested half the Council be from the reservation. Others thought the senior citizens should be represented. Some thought the Civic League, League of Women Voters, Chamber of Commerce and the business community ought to be represented. Finally the following composition was decided upon: five members would be from the reservation, elected or selected according to reservation practices* although they all had to be parents of children in the public school. Five parent

---

*Some ethnic groups may prefer to select members as well as elect members of the Council because of cultural tradition such as requirements of tribal law.

members would be elected from the remainder of the school district area. Five additional members would be elected at-large from the total district.

Next, discussion focused on who would do what to get the details accomplished. The chairman of the Tribal Education Committee would take care of providing necessary information for the reservation. The temporary director will be responsible for preparing the official notice of election for the other five parent members and the five at-large members. He indicated he would use the local newspaper as the official notice. However, announcements would be placed in the school newspaper, on radio and closed circuit television stations for purposes of information.

The group discussed what should be included in the announcement. Things such as, making certain we have ten parents of school children (five Native American and five others), place of election, date and time of election, who would conduct the meeting. After considerable bargaining, the group agreed to have the school secretary provide a list of parents of children in the school, as well as a list of all persons residing in the district. This would also help in certifying the voters. The place to meet was hard to agree on. Some thought the reservation would

be good, others the town halls, one even wanted the barber shop. Well, very reluctantly all finally agreed the school gym would be a neutral site and everyone knew where the school was.

The date decided on was the first Thursday in September. School would be in session, most people could get to the meeting by 7:30 p.m. Those details were settled rather easily.

Who would conduct the meeting was the next issue. Most of the planning group didn't want the job. All agreed that a strong person who knew something about parliamentary procedures was required. Also, all felt that it should be someone who knew most of the people. After a while all eyes focused on the local superintendent of schools. With great reluctance--he agreed.

The temporary director agreed to handle all the details and the secretarial duties for the election. He was reminded to get the notices in the paper two weeks in advance, to arrange for radio and television spots, etc., etc., etc.

Finally, the day of election arrived. Considerable hustle and bustle demonstrated the excitement of the day. The planning group had lunch to go over last minute details. All is in order.

7:00 p.m. Doors opened. The planning committee was on hand to greet the participants. 7:15--only a

few people--40 at best. 7:30--thirty-five more arrived. 7:35--the superintendent was anxious to get started. The home-school coordinator said she contacted all people on the reservation, maybe the babysitters were late, cars wouldn't start, it was a long way to travel for some. 7:45--coffee and cookies were holding out well. The committee was socializing with everyone and discussing possible activities. 7:50--there were about a hundred people including a good representation from the reservation. The planning committee met briefly--let's get started.

The superintendent called the meeting to order and announced the purpose of the meeting. He also reported that the reservation had identified the five parent members and that at the meeting tonight this group would elect the remaining five parent members and five members at-large.

A few people had questions about the Teacher Corps project, what it would do, they just weren't aware of all the details. The superintendent called on the temporary director to give a brief overview of the development of the proposal and how and why the Community Council is an integral part of the total program. Most people responded favorably when he said the community will be partners with the school and the university.

The superintendent asked if there were any more questions. Hearing none, he asked for nominations for Community Council from the floor. Six--seven--ten--people were nominated. All accepted the nomination--at least none refused. There was one challenge for a person nominated. It seems one woman was rather new in the district and the participant asked if she was from the school district. The school secretary provided the information that the woman recently moved onto a farm in the township. Her child is in the preschool program. One more Native American from the reservation was nominated. Someone questioned that. The superintendent ruled that as long as five delegates were at-large from the district and the reservation was part of the district that it was permissible to nominate a person from the reservation.

A few more were nominated. Initially it was agreed to close nominations by 9:00 p.m. The meeting got started late so the superintendent ruled nominations could be made until 9:15 p.m. At 9:10 no more nominations were made. The superintendent closed nominations and the secretary read the fourteen names written on the chalkboard. The superintendent asked members of the Planning Committee to collect and count the ballots.

The results were announced. The chairman adjourned the meeting. He invited all to attend a reception for the Council members in the school cafeteria.

The official results were published in the newspaper the next week.

Looking Back

The Convention Method Scenario suggests important steps which should be considered. It is likely variations in procedures will occur to accommodate individual project characteristics, however, the series of steps to follow is provided as a guide for those projects considering using the Convention Election Method.

1. A Teacher Corps Planning Committee composed of those persons associated with the development of the original proposal made was responsible for organizing the election process.
2. There was a formalization of election rules governing such things as distribution of representation, voter eligibility, specifics of election meetings, and eligibility of candidates, nomination procedures, voting procedures, etc.
3. Officially recognized formats for providing information about the election were developed. Newspaper, radio, television, school newsletters, notes to parents were some of the vehicles used for providing information to the public.
4. A process for verifying voter eligibility at the election meeting was established.
5. An Election Calendar was developed as a guide for the temporary committee. It also served as public informa-

tion for such matters as election activities, responsibilities, and deadline dates.

6. A chairperson for the election convention, known to the community and experienced with conducting large, formal meetings, was identified.
7. A convention site was selected which was accessible to most voters within the district.
8. The agenda for the election convention was carefully planned.
9. Ethnic practices were recognized and even superseded the requirement for a totally "elected" Council by allowing a "community within a community" to specify their representation on the Council.
10. Announcements of election results were made in an official document (newspaper). In addition, official election records were kept for the Council.

In a formal election such as those already described, are there suggested procedural steps a project should take in developing the election process?

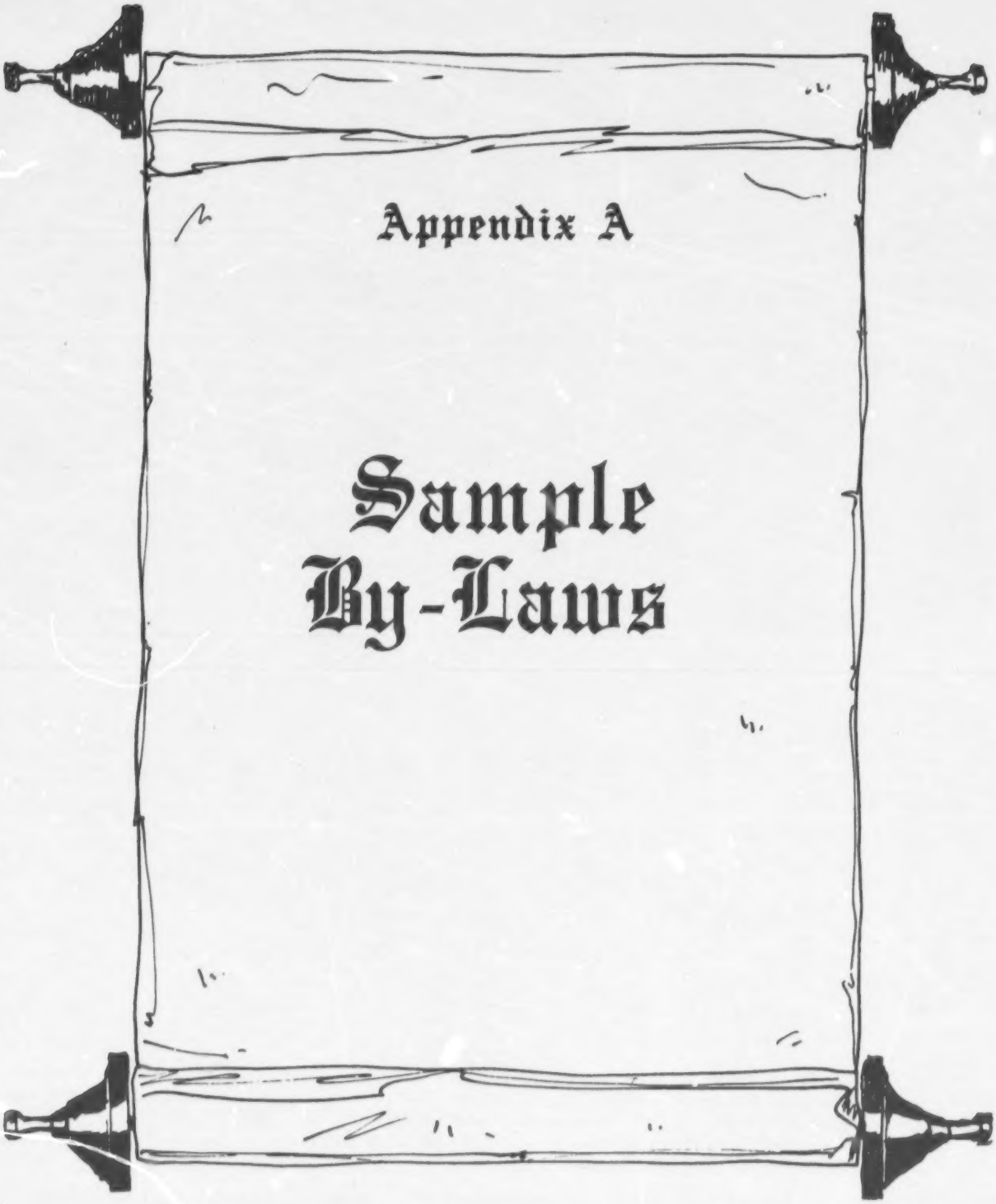
As one can perceive from the scenarios an organized approach to implementing the election process is recommended. The following procedures, though not sequential, are presented for project consideration no matter what election method has been decided upon:

1. Determine who or what group will be responsible for the total election from start to finish (e.g., an Election Board, Election Committee, or Consultant Group).
2. Develop an election calendar outlining all the events, activities, and tasks to be accomplished during the election process.
3. Refer to demographic data to ensure representativeness of election area, voters, and candidates.
4. Develop the rules of the election including nomination procedures, eligibility of candidates, eligibility of voters, registration, simple majority, provisions for ties, council membership requirements.
5. Decide how potential candidates will be identified. For example, will it be done by caucus, community nomination, self-nomination, declared candidacy, selection of a slate, or petition?

6. Develop a plan of action for publicity including:
   a) Teacher Corps project and its purpose.
   b) The need for a Community Council.
   c) Announcement of the election process.
   d) Announcement of polling or balloting dates.
   e) Announcement of polling site, procedures, or conventions.
   f) Announcement of election winners.
7. Decide on the facilities needed and estimated cost of election to determine the feasibility of the election process to be selected.
8. Determine the procedures to be followed whether the type of election is the polling place method, mail ballot method, or convention method.
9. Determine the format of the ballots and how they will be reproduced, disseminated, collected, and counted.
10. Determine the terms of office for council members (e.g., will all positions be for one year, two years, etc.? or will there be some positions which are one-year terms, two-year terms, etc.?).

In summary, Teacher Corps regulations and statutes related to the establishment of an elected Community Council were reviewed. Organization and election procedures were presented for consideration and possible adoption by Teacher Corps projects. Modifications and creative approaches to the formalization of the election process were encouraged.

Teacher Corps '78 and subsequent program years will be a dramatic departure from former cycles in that the Community Council must be elected. The Community Council, as an elected unit, has the potential to develop as an equal partner with schools and universities for improving education at all levels and especially for children from low income areas.



Appendix A

Sample By-Laws

--SAMPLE--

CONSTITUTION AND BY-LAWS

ARTICLE I--NAME

The name of this organization shall be the Teacher Corps Community Council.

ARTICLE II--COMMUNITY

The area encompassed by the Teacher Corps Community Council is the Elementary School attendance area.

ARTICLE III--PURPOSE

The primary purpose of this organization shall be to help enrich life in the school-community education area by enabling citizens and organizations of our community to join together to:

a. Enable citizens to work together to determine needs and to utilize fully existing resources and to develop other resources needed to meet those needs.
b. Work for the prevention and elimination of conditions which cause social and health problems.
c. Promote the highest possible quality and efficiency in the operation of services in the health, education, welfare, and recreation fields.
d. Further effective coordination of effort and teamwork among community agencies and organizations, both governmental and nongovernmental.
e. Bring about community recognition and understanding of the needs of the people and to stimulate interest and participate in meeting these effectively.
f. Promote sound community progress by fostering acceptance of individual and group responsibility in the health, education, welfare, and recreational fields.

ARTICLE IV--MEMBERSHIP

Section I--Membership

Membership is determined by election of community members who are declared candidates.

a. Members become active participants of the Council at the first meeting date following the election.
b. The council may, at its discretion, elect honorary members in recognition of outstanding and unselfish services to the community.
c. No dues shall be collected from membership on this council.

Section 2--Powers and Responsibilities

a. To elect the Council Chairperson.
b. To make recommendations to the Policy Board.
c. To serve as a means of measuring community reaction on issues.
d. To keep advised of the activities and projects of the council through summaries of actions of the Policy Board, special reports, and newsletters.
e. To interpret continually the function and operation of the council to the community.
f. To serve on committees as agreed.

ARTICLE V--MEETINGS

Section 1
The monthly meeting of the organization shall be held at such time and place as may be determined by the Chairperson.

Section 2
The membership shall meet at other times during the year as may be deemed advisable by the Chairperson.

Section 3
Notices of all membership meetings of the council shall be in the form of public notices at least one week in advance of the time set. The purpose or purposes for which the meeting is called shall be stated in the notice.

ARTICLE VI--VOTING AND QUORUM

Section 1
Each active member of the organization shall be entitled to one vote on each matter submitted to the members for their consideration. Each person shall vote in person and no member shall vote or act by proxy.

Section 2
The affirmative vote of the majority of active members present shall be necessary for the authorization or taking of any action voted upon by the members. Active membership consists of having attended two of the last three meetings.

Section 3
Eleven (11) active members of the council shall constitute a quorum for the transaction of business and, if at any meeting of the council there be less than a quorum present, no official transactions shall be made until a quorum is present.

ARTICLE VII--GOVERNING BODY

The management and administration of the affairs of this organization shall reside with the active members of the council. The Chairperson shall act in the absence of the council.

ARTICLE VIII--ELECTED CHAIRPERSON

Section 1--Election

a. At the October meeting of the membership of this organization, the Chairperson shall be elected by the active members of the council.
b. The Policy Board, originally appointed to form the organization, shall secure nominees for the first elected Chairperson.

Section 2--Place of Meeting
The council may hold their meetings in such place as a majority of the council may from time to time determine, or as set forth in the notice of said meeting.

Section 3--Regular and Special Meetings

a. Regular meetings of the council shall be held monthly, unless otherwise determined by the council. All community council meetings shall be open to the membership.
b. Special meetings of the council may be called at any time by the Chairperson of five (5) members of the council.

Section 4--Vacancies
Vacancies on the council shall be filled from the membership by the remaining members of the council and each person so elected shall be a council member for the period of the unexpired term.

Section 5--Compensation
No member shall receive any compensation for services except the elected Chairperson.

ARTICLE IX--FUNCTIONS OF THE COMMUNITY COUNCIL

The duties and powers of the community council shall be to:

a. Manage the affairs of the organization.
b. Establish the policies of the council, adopt rules, regulations, and by-laws consistent with the aim of the organization and its constitution and necessary for the attainment of the purposes of the organization.
c. Authorize necessary committees and take final action on appropriate recommendations coming from such committees.
d. Secure, receive, and disburse funds and accept and dispose of property.
e. Give, at least once a year at a meeting of the membership, a report of major activities.
f. Act when emergency matters have to be acted upon.

ARTICLE X--OFFICERS AND DUTIES

Section 1--Officers
The officers of the organization shall be: a chairperson, one assistant chairperson, a secretary, and a treasurer, all to be elected by the council members from their own membership. Officers shall hold office for one year or until their successors have been duly elected.

Section 2--Chairperson
The chairperson shall preside at meetings of the community council. The chairperson shall also have, exercise, and perform such other powers and duties as may be assigned herein and from time to time by the council. The chairperson serves on the Policy Board.

Section 3--Assistant Chairperson
In case the office of chairperson shall become vacant, or in case of the absence of the chairperson, or the inability of the chairperson to discharge the duties of the office, such duties shall, for the time being, devolve upon the assistant chairperson. The assistant chairperson shall perform such other duties as the council may, from time to time, authorize.

Section 4--Secretary
The secretary shall provide that minutes of such meetings be adequately kept. The secretary shall perform all other duties as are incident to the office or prescribed by the council.

ARTICLE XI--AT LARGE MEMBERS AND DUTIES

Section 1--At-Large Members
The at-large members of this organization shall be elected to assure that the council reflects the composition of the community, all to be elected by the council members from their own membership. At-large members shall hold office for one year or until their successors have been duly elected.

Section 2--Duties
The at-large members shall have the same privileges of attendance and voting as the members of the council. They shall perform all such duties as are incident to the office or prescribed by the Chairperson.

ARTICLE XII--COMMITTEES

A chairperson of all committees, unless otherwise specified, shall be appointed by the chairperson of the council and approved by the council. The chairperson of the council shall be an ex-officio member of all committees and shall have the privilege of attendance and voting at all committee meetings.

a. The chairperson of the council, with the approval of the council may appoint, without regard to membership on the council, as many committees as will further the purposes and objectives of the council. Such committees might include nominating, public relations, project committees, et cetera.

b. A majority of members of all committees herein established shall constitute a quorum.

ARTICLE XIII--GENERAL PROVISIONS

When parliamentary procedures are not covered by these by-laws, current Robert's Rules of Order shall control.

ARTICLE XIV--AMENDMENTS

The constitution and by-laws may be adopted, altered, amended or repealed on the affirmative vote of two-thirds of the active Council members present at any meeting of the council, provided the proposed additions or changes in by-laws have been submitted in writing to all members of the council not less than ten (10) days before the meeting at which formal action on such by-laws is sought.

Adoption of these by-laws is hereby approved this _____ day of the month of _____ by two-thirds vote of the Teacher Corps Community Council present.

Chairperson _____

Secretary _____

(Adapted from: Flint Community Schools Guidelines for School Community Advisory Councils, Flint, Michigan, 1976)

Appendix B

Helpful Hints for the Chairperson...

The chairperson has the responsibility to keep the meeting on task. This requires knowledge of parliamentary procedure and practical experience in conducting meetings. The following suggestions will help the Chairperson be an effective leader.

Before the meeting:

a. Review the agenda

b. Be sure all needed materials are ready

c. Be sure there is a secretary to take notes

d. Consult with project director regarding any details which should be presented to the Council

During the meeting:

a. Call the meeting to order at the announced time

b. Discuss agenda items and clarify any concerns regarding the items

c. Keep the group on the subject

d. Check to be sure everyone has had a chance to contribute to the discussion

e. Refrain from debate with Council members

f. Be sure that the recording secretary has down in writing the exact wording of each motion or complicated amendment

g. Conduct or ask someone to conduct a debriefing session during the last ten minutes of the meeting

Consider:

1. Did we accomplish our goals for the meetings?

2. Did we use our resources effectively--time, members' experience, money?

3. Did we avoid pitfalls such as wasting time or trying to solve unsolvable problems?

After the meeting:

a. Check with the secretary

   1. Clarify minutes

   2. Arrangements for distribution of minutes, and any correspondence needed

b. Start to build agenda items for next meeting

   1. Agenda items not discussed at previous meetings

   2. Tabled items

   3. "Investigate and report back" items

   4. Follow-up on actions taken

Appendix C

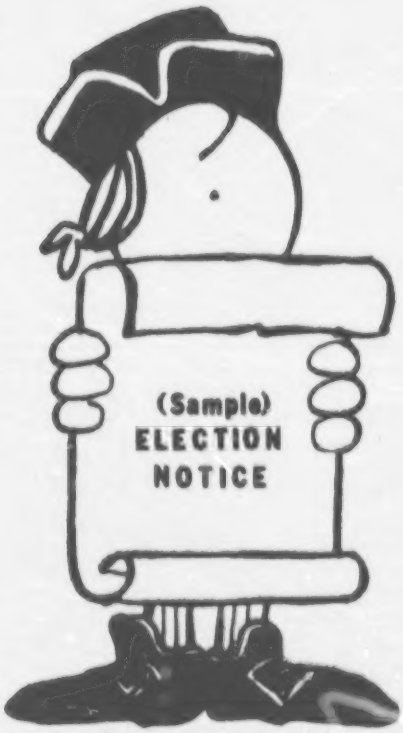
Suggested Outline for Minutes of Meetings

SUGGESTED OUTLINE FOR MINUTES OF MEETINGS

When developing or recording minutes, the following items should be considered for inclusion:

1. The kind of meeting: regular, special
2. The name of the assembled group
3. The date and time of the meeting and the place, if it is not always the same
4. The fact that the Chairperson and secretary were present or, in their absence, the names of the persons who substituted for them
5. Names of Council members present, absent and guests
6. The reading and approval of the minutes of the previous meeting
7. A separate paragraph for summarizing the discussion of each new topic should include:
   a. All motions with correct wording, including how the motion was debated or amended, and the name of the mover
   b. All points of order and appeals and the reactions of the chair for his ruling
   c. The resulting vote on topic discussed
8. The last paragraph states the hour of adjournment

The secretary signs the minutes "Respectfully submitted" and the name of the secretary.



Appendix D

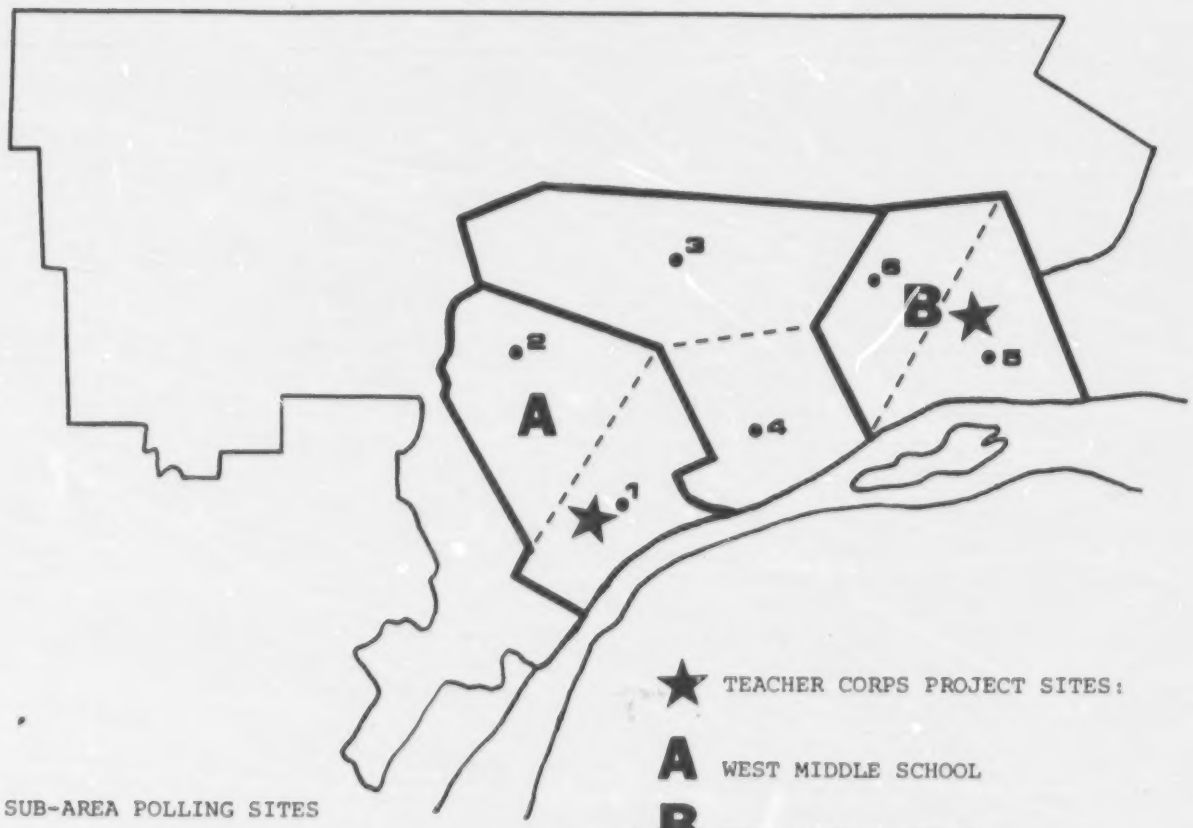
NOTICE OF ELECTION

Tuesday, October 10, 1978

for the Welland University/ Trimble School District

Teacher Corps Project: 1978

Area Map and Polling Sites



● SUB-AREA POLLING SITES

1. West Middle School
2. Guelph Elementary
3. Wood Elementary
4. Morris Elementary
5. East Middle School
6. Willowdale Elementary

YOU MUST VOTE AT A POLLING LOCATION IN THE SUB-AREA IN WHICH YOU LIVE

ELECTION NOTICE

TEACHER CORPS COMMUNITY COUNCIL ELECTION

Questions and Answers

Q. What is happening in the community?

A. An election will take place to elect 12 representatives to the Community Council for the Teacher Corps Project located at the East and West Middle Schools.

Q. When will they be elected?

A. October 10, 1978 from 12:00 noon to 8:00 p.m.

Q. What is a Community Council?

A. The Community Council will serve in a collaborative relationship with Welland University and the Downsview School District as part of a federally funded Teacher Corps Project in an attempt to:
- improve educational opportunity for all children in the district
- broaden programs of teacher education and training
- improve basic minimum competency achievement for all children included in the project.

Q. Who will be eligible to vote on October 10, 1978?

A. To vote on election day one must:
1) Be a resident of a school district sub area for which polling locations have been listed.
2) Be 18 years of age or older by October 10, 1978.

Q. Will all sub areas vote on election day?

A. Yes.

Q. Where can resident eligible voters cast their ballot?

A. Each elementary school and both middle schools have been designated as the polling sites.

Q. Where can I vote?

A. Qualified voters can go to their sub area polling site between 12:00 noon and 8:00 p.m. on October 10, 1978.

Q. Will the Community Councils have any input with the Policy Board of the Teacher Corps Project?

A. Yes. The chairperson of the Community Council will serve as a member of the Policy Board.

Appendix E

Sample Election Calendar '78

September 1978
S M T W T F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
Ballots in the mail
Radio & Newspaper announcements
Additional ballots sent
Ballots prepared & printed
Petitions submitted
Candidates verified
October 1978
S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31
Official ballot count
Announcement of winners
Meeting of elected council
Ballots deadline

Sample Election Calendar

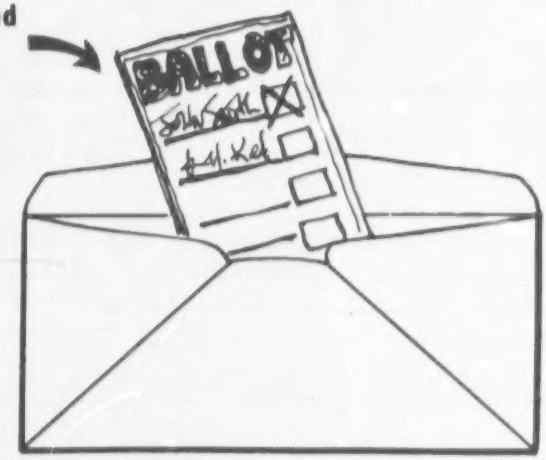
ELECTION CALENDAR 1978

July 31	- Teacher Corps Project Information Meeting at all School Sites in Project Area
August 11	- Nomination Petitions Available
August 15	- Nomination Meeting
August 25	- Last Day for Filing Petitions
August 31	- Candidate Certification
September 1 to September 8	- Expressed Challenge Period for Candidates
September 11 to October 9	- Campaign Period
October 10	- Election Day
October 11 to October 20	- Challenge Period for Voting
October 23	- Election Certified

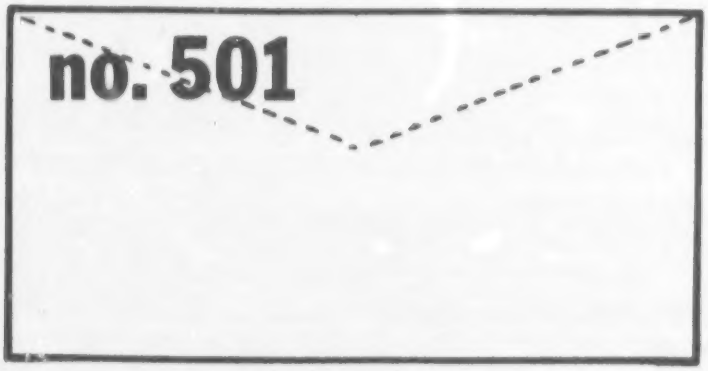
Appendix F
MAIL
BALLOT PROCEDURE
U.S. MAIL

Mail Ballot Procedure

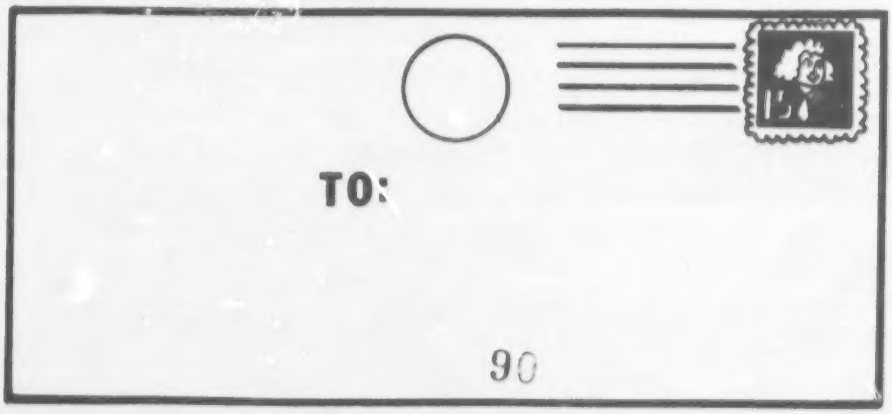
1. Put ballot in unmarked envelope



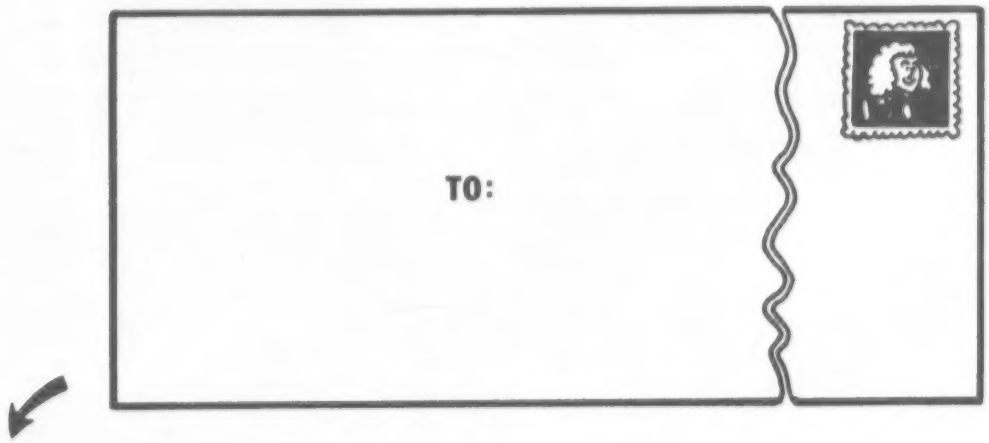
2. Put unmarked envelope in numbered envelope



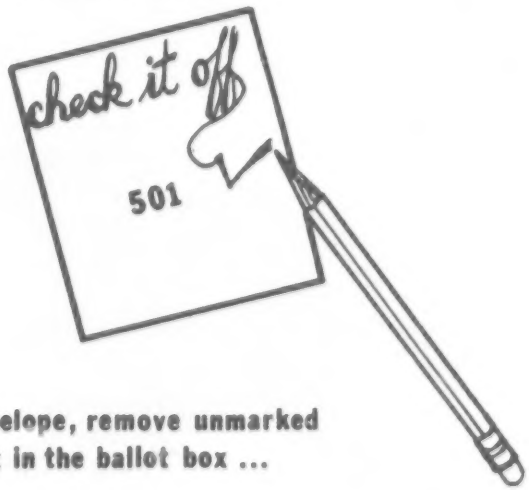
3. Put numbered envelope in mailing envelope



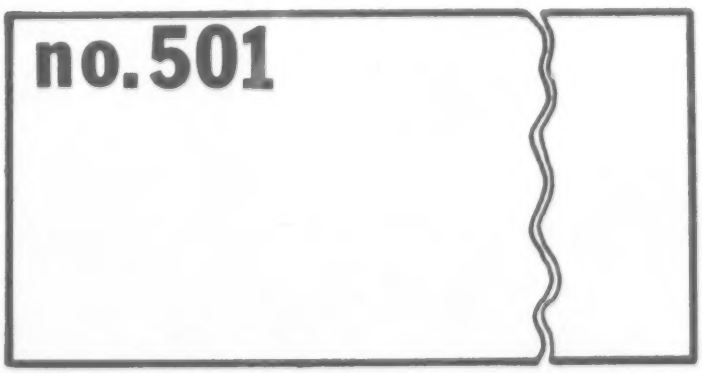
4. Open mailing envelope and remove numbered envelope

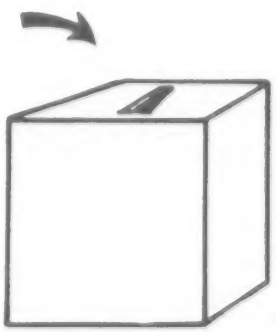


5. Check off number of ballot on voter's list



6. Open numbered envelope, remove unmarked envelope and drop it in the ballot box ...





Contributors to this Resource Guide . . . . .

John A. Masla, Professor, Ohio University, Athens, Ohio

Formerly: Teacher Corps Director, Buffalo, N. Y.
Midwest Teacher Corps Executive Secretary

Terrence J. Snowden, Professor, University of Wisconsin, Stevens Point, Wisconsin

Formerly: Teacher Corps Director, Stevens Point, Wisconsin

Antoinette K. Washington

Formerly: Program Development Specialist, Teacher Corps, University of Maryland Baltimore County, Baltimore, Maryland

Barbara Vance, Director, Midwestern Teacher Corps Recruitment and Community Technical Resource Center, Wayne State University, Detroit, Michigan

Tiff E. Cook, Assistant Professor, Ohio University, Athens, Ohio

Formerly: Program Development Specialist, Teacher Corps, Ohio University